DOCUMENT RESUME

ED 174 262 IR 007 554

AUTHOR Smith, Jane Bandy
TITLE Library Skills for Primary Grades.
PUB DATE 77
NOTE 46p.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Evaluation Methods; Instructional Materials; *Instructional Programs; *Library Skills; *Primary Education; Teaching Methods

ABSTRACT

A field-tested instructional program that successfully taught library location and retrieval skills to second and third graders is described in this report; materials and teaching strategies used in the program are included. The main instructional materials are student worksheets that have a dinosaur theme and numerous primary-type drawings. Activities such as dot-to-dot, matching, and drawing are used to teach the following objectives: (1) procedure for book check-out; (2) recognition that the Dewey Decimal symbols designate nonfiction books; (3) recognition that letter combinations designate fiction books; (4) recognition that subject cards have a capitalized top line; (5) location of the call number on a catalog card; (6) location of the corresponding call number on a book; and (7) recognition that subjects are arranged in sections in a library. Evaluation of this teaching program was a hands-on activity with students working in pairs to identify a book through a subject catalog card and to locate it on the shelf. Scheduling of this program is adaptable to varying time frames: daily, weekly, or bi-weekly. (Author/JD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ED174262

LIBRARY SKILLS FOR PRIMARY GRADES

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Jane Bandy Smith

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Jane Bandy Smith Ph.D.
Senior Librarian
University of Alabama
University, Alabama

IR007534

TABLE OF CONTENTS

	Page
Introduction	1
Development of Project Materials	3
Methodology of the Project	5
Suggestions for Effective Instruction	8
Log for the Teaching Program	11
Conclusions	46

Chapter I

INTRODUCTION

The role of the school librarian has changed even more than the galaxy of terms used to describe the position. No longer just a keeper and organizer of books, the librarian must be totally involved with the school program as a curriculum expert, and increasingly, the librarian must be a teacher.

As the methodology of education has moved in the direction of individualized instruction, emphasis has been placed on the student's need for: (1) variety of materials, (2) competency in locating desired information, and (3) ability to select and organize this material. Instruction in these skills is generally a responsibility of the school librarian. Yet, practicing school librarians express opinions of inadequacy for this task--both from the standpoint of preparedness to teach, and from the standpoint of having well-planned objectives.

The inadequacy of either personnel or program in past library skill instruction is evident when high school or college students are observed or questioned about these skills, because they profess a lack of competency. Perhaps these teaching functions have been neglected in favor of housekeeping and processing responsibilities, a task in which most librarians feel competent.

This situation must be rectified because, in addition to individualized instruction, the explosion of knowledge and the avalanche of instructional materials have created an urgent need for students to be able to retrieve a variety of pertinent materials quickly, and to select and

organize this information. This pressing need calls for implementation of a more structured, more systematic program of instruction in library and reference skills to be instituted in the schools.

The new structure should include instruction that begins in the primary grades. For example, librarians could require location and reshelving skills as a prerequisite to regular library use, in the elementary school. Whereas, kindergarten and first grade children generally select picture books that are located in one specific area of the center, second grade children express the desire for more variety in their book selection. This desire for a wider variety of books could serve as a motivating force for learning location skills.

Purpose of the Project

The purpose of this project was to supply instructional strategies and original materials which simplified location skills for Dewey Decimal systems, so that they could be used in teaching primary children. These materials were developed inconsideration of the characteristics and interests of the young learner. A program was followed in testing these materials and strategies; it is described and evaluated in this paper.

Chapter II

DEVELOPMENT OF PROJECT MATERIALS

Project objectives in the development of the materials and strategies were based on these considerations:

1. Variety in strategies and materials
2. Opportunity to practice each skill
3. Frequent review of material covered
4. Transfer of knowledge or developing patterns
5. Skills concurrently developed
6. Systematic approach and logical order
7. Materials related to the interest of the age group.

Readiness of the learner was a basic consideration becasue, if the material was not considered valuable by the learners, then boredom and indifference would result. Yet, if the material was introduced without proper foundation, then confusion would result. Personal experience had revealed that fourth, fifth, and sixth graders did not enthusiastically respond to learning location skills, however, first graders had expressed interest in these skills. It seemed that readiness was present in the primary learner, but not in the upper elementary learner.

Effort was made to determine whether primary students had the necessary development of knowledge and physical aspects to initiate a library skill instructional program. The cognitive process required to retrieve materials involves number and letter recognition and discrimination. The alphabet and number system are mastered by the average first grader, and the ability to generalize and discriminate are present in most seven year olds. Therefore, it appeared that primary students should be able to grasp library instruction. However, materials were needed which were written on a primary reading level, and which featured simple learning objectives.

These materials were designed to interest the primary child by choosing a dinosaur theme since many second graders had demonstrated an interest in this subject. Instruction was based on an activity approach so that the young learners would be acting instead of listening.

Chapter III

METHODOLOGY OF THE PROJECT

The initial use of these strategies and materials were used in an instructional project at University Place Elementary School, Tuscaloosa, Alabama, in Spring 1975. The student population was a team-taught second grade composed of sixty students, divided into four reading groups. Two reading groups of approximately fifteen students came to the library on Tuesday, and the remaining two groups came on Thursday. The writer was the school librarian. Although the subjects were grouped according to ability, the researcher found that the materials were effective with all groups. During this initial use of the strategies and materials, it was discovered that twenty to thirty minutes was the maximum length of attention that these primary students would apply to instruction of location and retrieval skills.

Evaluation of learners was not attempted in the intial project. Project success hinged on student enthusiasm and interest in the materials, and teacher assessment. At the end of this first project, one of the second grade teachers recommended the stencils for the worksheets be typed on a primary typewriter. This print is easier for the primary child to read.

The second field-testing of the strategies and materials to teach primary students basic library skills was carried out at Werner Elementary School, Tuscaloosa, Alabama in Summer 1975. The project population was two classes: a third grade with eighteen students, and a second grade of twenty students.

Because of scheduling conflicts, there were ten, thirty minute class meetings with the third graders, but only six meetings of the second grade class. The instructional periods for the third grade were 11:30 a.m. until noon. The time period in the second grade was 9:00 a.m. until 9:30 a.m. Although the third grade instruction was just before dismissal of the school day, the attention span of the two groups seemed much the same.

This project used a variety of materials and equipment in a multi-media approach. As audio-visual equipment was used in class instruction, its operation was briefly explained to the class.

The instructional objectives of the project were stated in cognitive, psycho-motor, and affective sections.

I. Understandings
   1. The purpose in charging a book
   2. The system of organization in a library
   3. The similarity of systems used by libraries
   4. The importance of alphabetical order in libraries
   5. The purpose of the information found on books

II. Skills and abilities
   1. To demonstrate how to charge a book
   2. To locate the card catalog in the library
   3. To locate a drawer of the card catalog by letter designation
   4. To locate the call number on a catalog card and book
   5. To find a book by using the symbols on the catalog card
   6. To manipulate equipment used in class sessions

III. Attitudes
   1. Enthusiasm toward library use
   2. Enthusiasm for independent location of materials
   3. Confidence in their own ability

The classroom was the setting for basic instruction in this project, and this seemed to be a productive setting because the children were less distracted in the classroom than in the library. Student materials such as

pencils, colors, and paper were at hand; and student desk were available for properly-sized seating and appropriate writing surface. The library was used for hands-on experiences to follow-up classroom instruction, and for the evaluative session.

Personnel involved in helping process this project were abundant and knowledgeable. Student teachers were present in each classroom, in addition to gifted teachers. Student aides were avilable from the upper grade classes. These aides were of invaluable assistance because of their ability to motivate and explain to younger students when adults were ineffective. The school librarian was generous with her instructional materials, books, and time. The researcher served as a resource teacher for this second project in primary library instruction.

Chapter IV

SUGGESTIONS FOR EFFECTIVE INSTRUCTION

Group control and recognition of individuals is difficult when the names of the children are not, but it is possible to achieve a personal relationship through these strategies: (1) Look directly at the child from whom you would like a response. (2) When several students respond simultaneously, and you would like to recognize one particular response, repeat a word that was unique to that response. You will be able to tell the child that gave that response by the look of pleasure on the child's face. (3) Touching a child's shoulder can be used as recognition, or it can also be used to call for a response. However, pointing a finger is a negative mannerism and should be avoided. (4) Mentioning a characteristic of one child's clothing, such as cowboys printed on a shirt or the color of the shirt, is another means of calling for a specific child's response though handicapped by not knowing their name. (5) Use of name tags is desirable, especially if methods are devised to avoid the time-consuming task of pinning the tags on. For example, make signs that hang over the neck, or hats to be worn which bear the child's name.

Effective instruction requires evaluation of the learner. This task is usually approached through test measures. However, especially with a primary child, it is advantageous to use other means. It is possible to determine the number of children that are able to respond by asking for a show of hands. Occasionally, children will raise their hands to be a part of the group and not because they have a response. Another disadvantage to hand raising is not knowing whether their responses would be correct, unless you called on each child. Facial expressions can aid a teacher in determining which students are comprehending the information. The instruc-

tor can call for head-shaking to answer questions that are answerable with yes and no answers. Word cards with correct answers can be shown by the students as a means of responding to questions.

This researcher found it valuable in working with the primary child to have movement in the lessons. The young child is not able to maintain one position for a long period of time. Whenever possible, plan to have the students move from group to group, or from circle to desk. It is also possible to break a sedentary activity with stretching. Select a theme for this stretching excercise and it will appeal to the primary child. For example, they can be flowers growing from seed to full-grown plant, or dinosaurs looking high and low.

The physical characteristics of the room are important in promoting learning. Interesting bulletin boards and activity centers which feature materials from the lesson will reinforce learning. Good lighting is important, and proper positioning of audio-visual equipment so that students can see and do not have to sit in distorted positions is also necessary.

The voice modulation of the instructor is important in securing and holding the attention of the group. Do not attempt to talk over noises or children's interruptions. It is better to pause a moment, or to talk softer than normal. If students can hear without listening, they will not be as attentive. Conversely, it is important to talk on a sound level that can be heard by the normal ear, in all sections of the room. Do not speak too fast, particularly with the young child, who might be struggling with word meanings and concepts.

Preparation is a vital component of a successful lesson. The purposes for instruction should be simple, and adequate materials ready for use in carrying out the lesson's purpose. However, it is also good for an instructor to be flexible and relexed. Do not be determined to accomplish the lesson plan regardless of class happenings. Frequently, children will make suggestions for alternate activities that will be totally enjoyable and instructive, so be prepared to adjust your class procedure to take advantage of these spontaneous moments.

These suggestions are offered to the inexperienced teacher, or to the librarian that has not been taught to teach, but now has that expectation in their role. Each class is different and require different procedures, but these items are generally relevant to any instruction.

Chapter V

LOG FOR THE TEACHING PROGRAM

Lesson One

Purpose: To become acquainted with the class, and to determine their instructional needs.

To introduce the card catalog as a device for locating books.

Materials: Book, Danny and the Dinosaur by Syd Hoff, or a similar book.
Flip chart picture of the card catalog cabinet, at least 13" x 16"
Flip chart picture of book with the caption, "Can you find a dinosaur book?"
Transparency #1

Program: (1) Explain the purpose of the overall project. Seat the class on the floor around the instructor to increase their feeling of involvement, and for later story reading.

(2) Initiate the project through questions, to interest students in the book to be read, and to set the theme of the project.
How many of you like dinosaurs?
Would you like to play with a dinosaur?
What type of things would you do with a dinosaur friend?
Where would you look to find a dinosaur?
What is a museum?

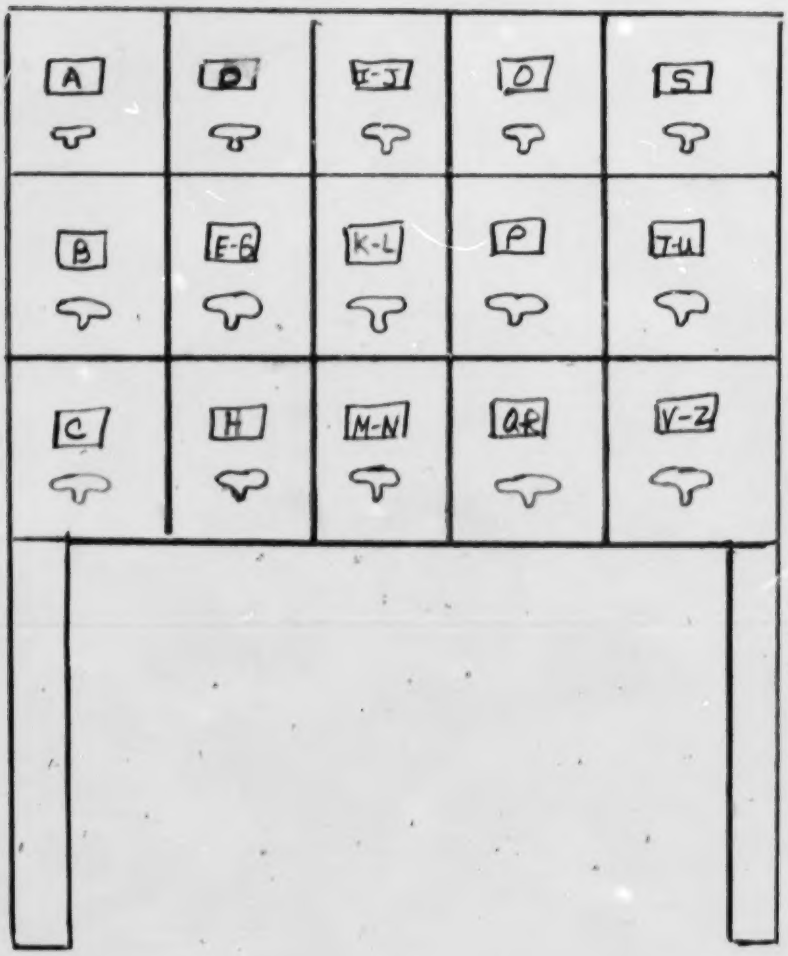
(3) Read the book, Danny and the Dinosaur by Syd Hoff. In this story, a museum dinosaur comes to life. The boy and the dinosaur have a day filled with activity until the dinosaur says he must return to the museum because they need him.

(4) Assess the children's prior knowledge with Transparency 1 (picture of the catalog cabinet). What is the cabinet's use? What appears on the front of the drawers? What do the drawers contain? What books are listed in the catalog? Questions such as this will enable the instructor to determine which students have had experience with the card catalog. If possible, have an observer to record the children's responses. This process will serve as a pre-test method.

(5) Use flip chart picture #1 to ask, "Can You Find A Dinosaur Book?"

(6) Use flip chart picture #2 and read the caption together, "This will help".

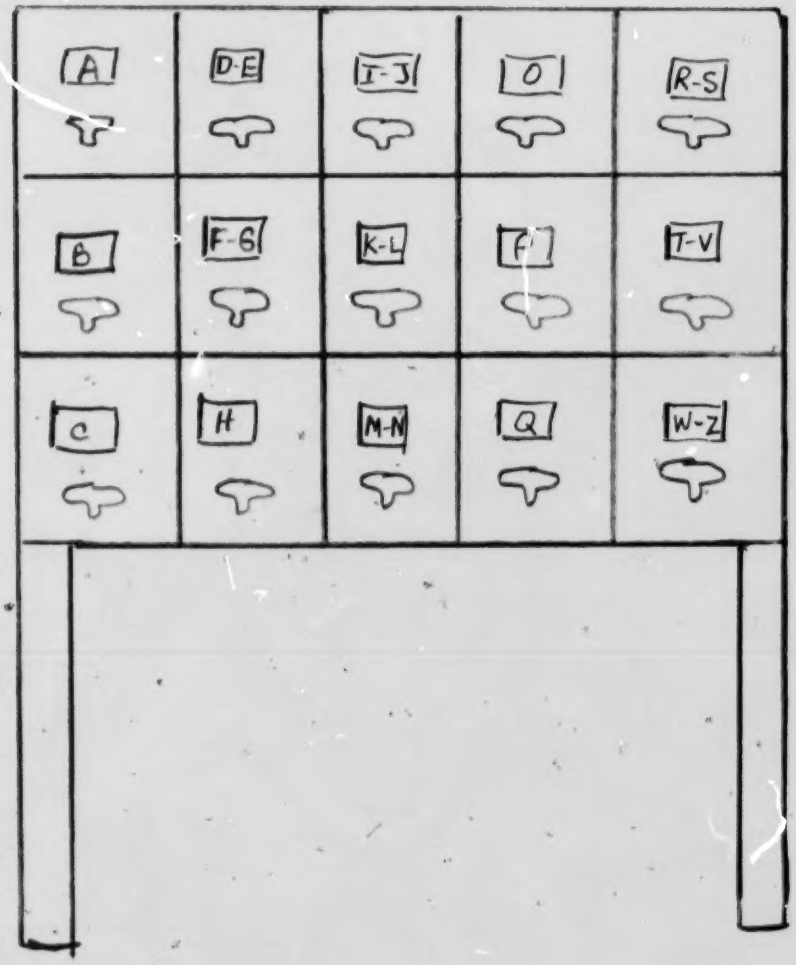
(7) Briefly review the points that were made about the card catalog and in which drawer you would look for the subject, dinosaurs.



THIS IS A PICTURE OF THE
CARD CATALOG

TRANSPARENCY #1

Can U
Find a



THIS WILL HELP

Lesson Two

Purpose: To understand the rationale and the procedure of charging books.

Materials: Flip chart picture #2(card catalog), and flip chart picture #3 (book card), and flip chart picture #4 (date due slip)
Transparencies #1, #2, and #3 (catalog cabinet, book card, and date due slip)
Two library books of identical title and edition.

Program: (1) Review use of the card catalog as a method of locating a book. Use the transparency of the card catalog as a visual clue. Ask students to point out some letters on the front of the cabinet.

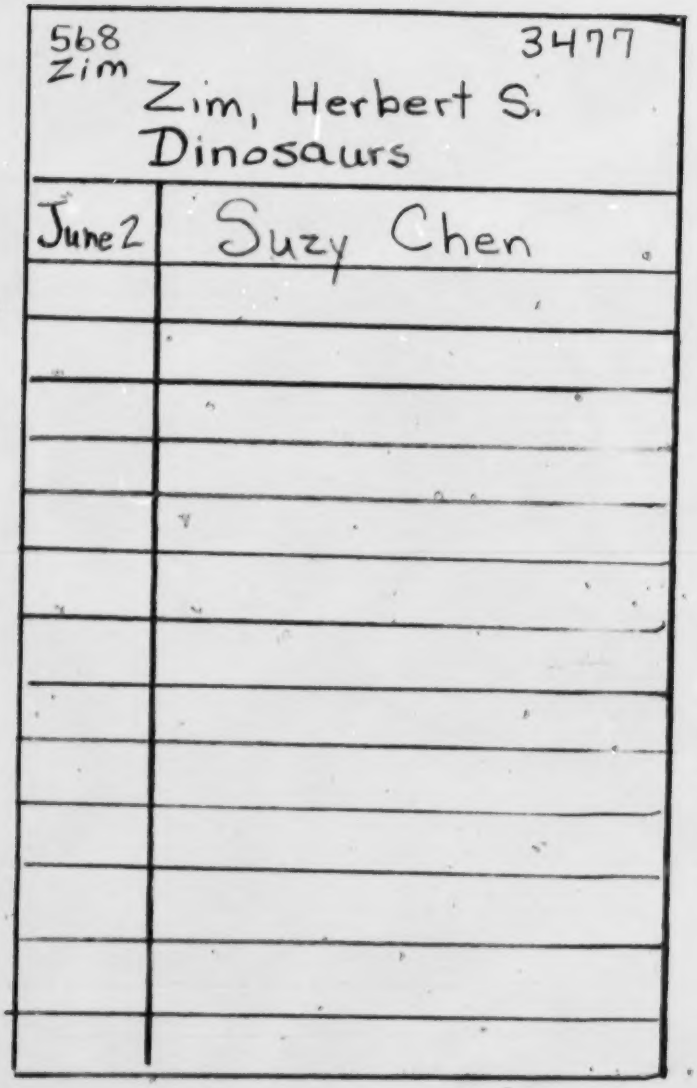
(2) Use role playing to demonstrate the three different ways to find a book in the library: browsing
check out one previously held by a classmate
look in the card catalog

(3) Explain how to charge books after they have been located by one of the above methods. Use the flip chart #3 and flip chart number four. Actually write in the date and name. Since "due" is probably a new term to most primary children, care should be taken to adequately explain its meaning. The students should understand that the purpose of the date due slip is to inform the book user of the date the book is due in the library, and that the book card is left with the librarian so that it is known what user has the book and when it can be expected back in the library.

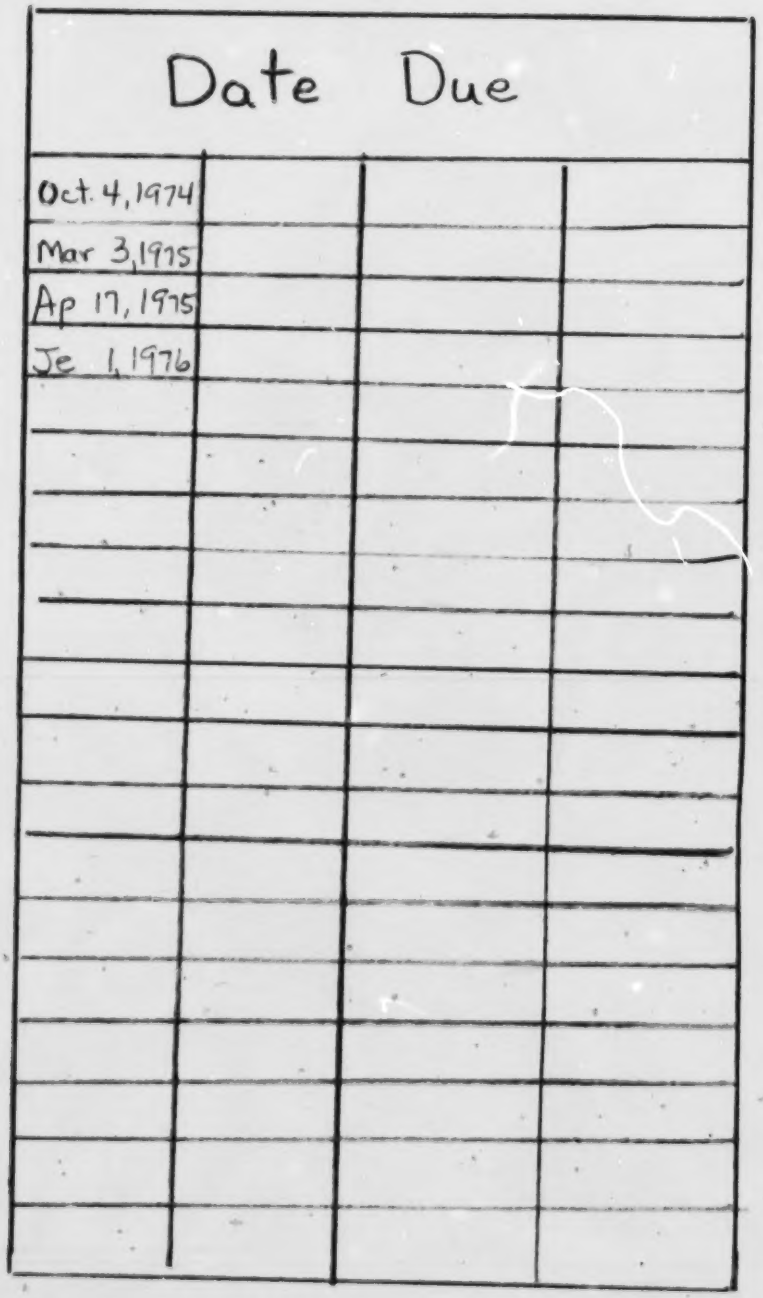
(4) Use the transparencies of the book card and the date due slip to provide practice for the students. Let some children write in their name on the card.

(5) Develop an understanding of the accession number and where it can be found on the library book. Use the two identical books to demonstrate the accession number. Let children examine the books so they may see the similarity of the books but the difference in the accession numbers.

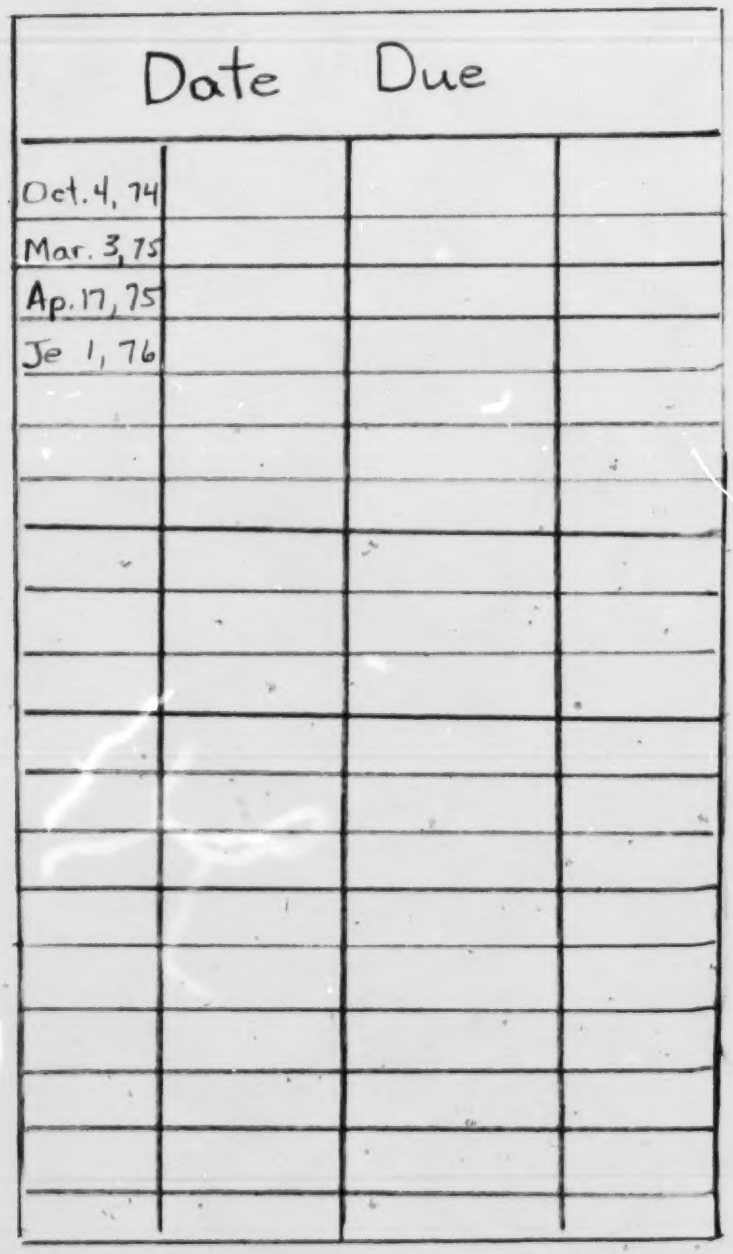
(6) Prepare the class for a subsequent trip to the school library by using the flip chart picture of the catalog cabinet. Ask them to examine the cabinet on their library visit. Send home letters explaining the project and asking parent participation by taking their children to other libraries to see the catalog.



Replica of Flip Chart #3



Replica of Flip Chart #4



THIS TELLS ME WHEN TO BRING

MY BOOK BACK TO THE LIBRARY

TRANSPARENCY #2

LEAVE THIS CARD WITH THE LIBRARIAN

568
Zim

3284

Zim, Herbert S.
Dinosaurs

Date Due	Borrower's Name

TRANSPARENCY # 3

Lesson Three

Purpose: To reinforce prior learning about the card catalog and establish the relationship of the card catalog in each library to the collection of that specific library.

Materials: Transparencies #1 and #3 (card catalog cabinet and the book card)
Worksheet #1
Poster paper cutout of Dilly the Dinosaur

Program: (1) Review the charging procedure by using the card transparency. Again, let selected students sign their name on the card.

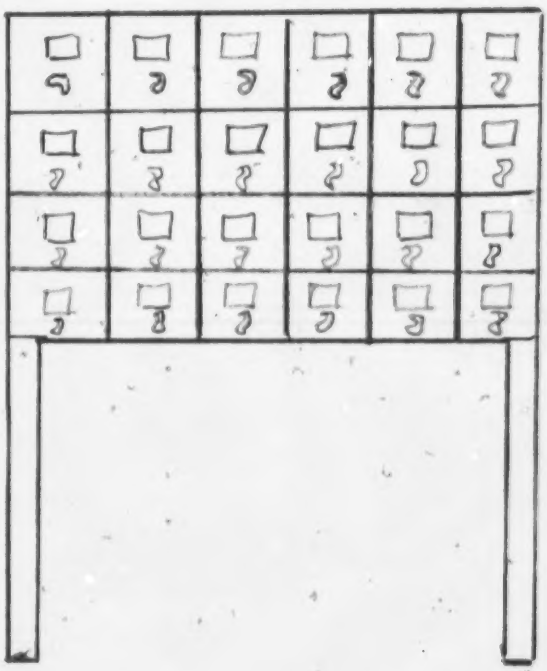
(2) Compare the card catalog with a telephone book. Let the students list different kinds of information that can be found in a telephone book. Through the use of questions, draw a parallel comparing the card catalog and the telephone book. For example: Whose addresses and telephone numbers are listed in the Tuscaloosa telephone book? Does the card catalog in the library at X school tell us about the books at Y school? Use several examples like this, so that the students who grasp the material more slowly will be able to comprehend the concept. The faster students will delight in the absurdity of the examples.

(3) Initiate the worksheets by having the children complete the dot-to-dot outline of the words "card catalog". As these words are written by the students on their worksheets, write the term on a chalk board. Using a card to cover parts of the term, show the students the samll words that can be found in the term--car, cat, and log. Ask students to write their names on the worksheet so they can be collated at a later date. Take up the worksheets.

(4) Give the students an opportunity to tell you the different things they have learned about library use. You might ask them to ask the other students questions, and thereby have the activity going from child to child, instead of from teacher to child.

Note: If the class does not respond to the telephone book analogy, try an analogy with a map. Example: What information about country X is gained from a map of country Y?

PILLY THE DINOSAUR WONDERS WHAT THAT IS?
HELP HIM FIND OUT. TRACE OVER THE WORDS BELOW
AND YOU WILL KNOW.



Card Catalog

WORKSHEET #1

Lesson Four

Purpose: To learn the position of symbols that give a book's address or location.

Materials: Poster-sized cards that are replicas of those on worksheet #3.

Program:

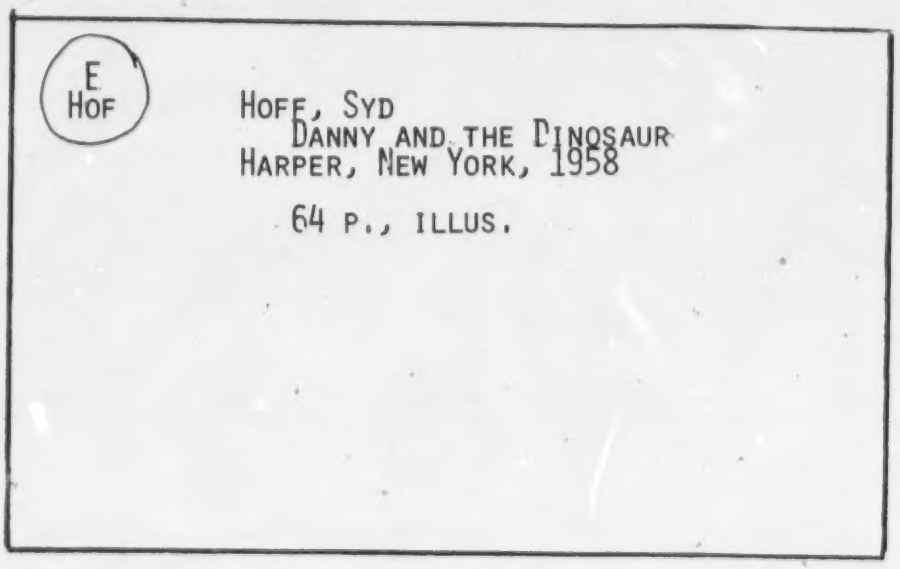
(1) Review the information concerning the telephone book (or map). Stress the term "address" from the telephone directory or a local map. Relate the addresses found in the directory to those addresses found on catalog cards--the call numbers. Use the over-sized cards to clearly point out the location of the book's address. Emphasize that the address is always located in the same position.

(2) Examine worksheet #2. Ask the children to locate the circle on the card. Point out that it is the book's address, that the symbol will tell you where to find the book.

(3) Complete worksheet #3. Ask the children to locate the call numbers on the catalog cards. Refer to the symbols as call numbers now, instead of addresses. This sheet provides practice in locating the call numbers.

(4) Prepare the students for a visit to the library to look for call numbers in the card catalog. Take up the two worksheets. These worksheets will be compiled as a booklet later.

LOOK AT ONE CARD IN THE TRAY. THE CARD IS LIKE A MAP.



HOW IS A CATALOG CARD LIKE A MAP? IT TELLS YOU WHERE TO GO TO FIND A BOOK. IT GIVES YOU THE BOOK'S ADDRESS.

THERE IS A CIRCLE AROUND THE BOOK'S ADDRESS. DO YOU SEE IT?

DRAW A CIRCLE AROUND THE BOOK'S ADDRESS ON EACH CARD

25

E
HOF HOFF, SYD
DANNY AND THE DINOSAUR
HARPER, NEW YORK, L958
64 P., ILLUS.

E
HOF HOFF, SYD
JULIUS
HARPER, NEW YORK, L959
64 P., ILLUS.

568
ZIM ZIM, HERBERT S.
DINOSAURS
MORROW, NEW YORK, L954
64 P., ILLUS.
WORKSHEET #3

Lesson Five

Purpose: To locate call numbers on books,
To relate call numbers on cards to call numbers on books.

Materials: Overhead projector with acetate roll
Library book for each child
Worksheet #4 and #5.

Program: (1) Review the call number as the book's address or location on a map. Stress the importance of getting the exact address of a book by asking one child for his address. Vary the street name or house number slightly, and ask the student if that is where they live. Repeat this excercise several times.

(2) Complete worksheet #4 and observe students carefully as an evaluative measure of whether they recognize a call number.

(3) Provide a library book for each class member and ask them to examine the book carefully and see how many times they can find the call number. Point out the call number on the book card and the pocket--remark about the similarity in location on the book card and the catalog card--top left corner.

(4) Assemble the children's loose worksheets into booklets. Have an empty sheet as the first page, followed by worksheet #1 - #16. Let each student select a large construction paper sheet with which they can "bind" their workbook. Staple the construction paper around the worksheets to make a book.

(5) Examine worksheet #5 to enable the students to see a drawing of the call numbers they had previously found on their own books.

CALLING A BOOK

DILLY IS CALLING YOU. HE WANTS TO SEE YOU. IF YOU WANT TO SEE A BOOK, YOU MAY CALL FOR IT. THE ADDRESS IS THE CALL NUMBER.

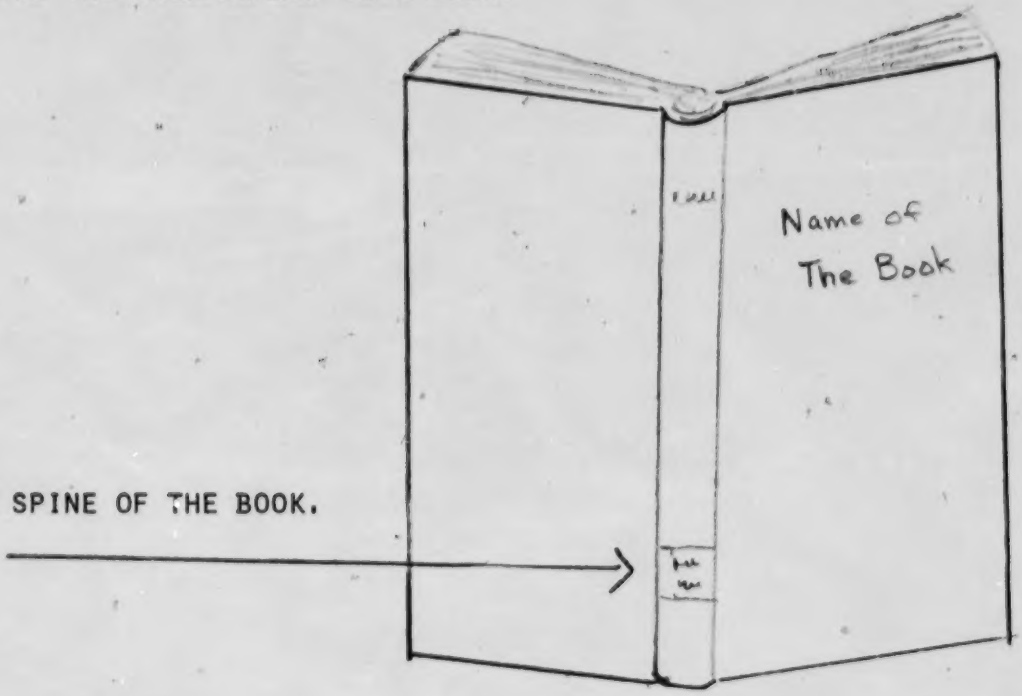
CIRCLE THE CALL NUMBER ON THE CARD.

E
HOF HOFF, SYD
DANNY AND THE DINOSAUR
HARPER, NEW YORK, L958
64 P., ILLUS.

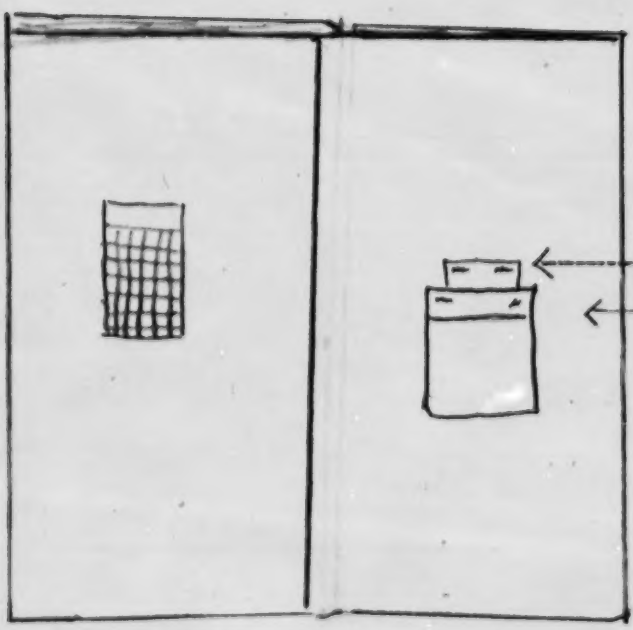
WORKSHEET #4

YOU HAVE FOUND THE CALL NUMBER ON THE CARD.

NOW FIND THE CALL NUMBER ON A BOOK.



ON THE SPINE OF THE BOOK.



ON THE BOOK POCKET AND THE CARD.

WORKSHEET #5

Lesson Six

Purpose: To discriminate between two types of books: fiction and nonfiction. To recognize that numbers are generally found on the top line of a nonfiction call number.

Materials: Worksheets #6, #7, and #8
Cassette tape recorder and a blank tape; overhead projector
A variety of books, both fiction and nonfiction

Program:

(1) Introduce the sixth worksheet as the beginning activity in this lesson. Draw a parallel between the two types of books found in a library with the two sexes of children--boys and girls. At first, use the prefix "not" instead of "non", then gradually move into the use of "non".

(2) Examine library books as the next activity, books that represent both types. Through the experience of noting titles, determine the type of book and check the call number. Children should discover that the nonfiction books have numbers on the top part of the call number. Repeat this process until most of the class seems to have grasped the process.

(3) Ask students to discriminate between the type of book, and then to describe the call number of the book placed on their desk. As each student responds individually, record their replies on tape. Simultaneously, as the students say their call number, have an aide or an older student to write the call number on the overhead projector. Children will enjoy hearing the tape played back, and it will reinforce this lesson.

(4) Complete worksheets #7 and #8. Provide check sheets (answers), so that the students can check their own answers, even after the library instruction period is finished.

DILLY AND DAFFY ARE BOTH DINOSAURS. ARE THEY JUST ALIKE?

YES NO

BOOKS CAN ALSO BE BOOKS BUT BE DIFFERENT. THERE ARE TWO KINDS OF BOOKS IN A LIBRARY, FICTION AND NONFICTION. FICTION IS A MADE UP STORY AND NONFICTION IS A TRUE BOOK.

FILL IN THE BLANKS

FICTION _ _ _ _ _ _ _ _ .

_ _ _ _ _ _ _ _ _ _ _ _ _ _ .

FICTION AND NONFICTION BOOKS

MADE UP AND TRUE BOOKS

PUT AN F IN FRONT OF THE BOOKS YOU THINK ARE MADE UP OR FICTION. PUT AN N IN FRONT OF THE BOOKS YOU THINK ARE TRUE OR NONFICTION.

_____ FAMOUS SCIENTISTS AND ASTRONAUTS

_____ GREEN EGGS AND HAM

_____ DINOSAURS

_____ HOW ANIMALS LIVE TOGETHER

_____ THE SECRET CAT

_____ ADVENTURES OF A LETTER

SOMETIMES IT IS HARD TO TELL FROM THE NAME OF A BOOK, WHETHER IT IS A TRUE BOOK OR A MADE UP BOOK. YOU CAN TELL FROM THE CALL NUMBER IF THE BOOK IS FICTION OR NONFICTION. IF YOU SEE AN E, F, OR SC--IT IS A MADE UP STORY. IF YOU SEE A NUMBER, A B OR BC, IT IS A TRUE BOOK.

Look at the call numbers below. Put an F in front of those that are made up stories Put an N in front of those that are true books.

_____ E
Hof

_____ 568
Zim

_____ F
Alc

_____ 343.9
Tar

_____ SC
Lon

_____ 917
She

E 8346
Hof
Hoff, Syd
Danny and Dinosaur

Draw a line from the call number that matches the call number on the book card.

Lesson Seven

Purpose: To review the different sections found in the library.
To review the symbols used in designating the sections of the library.

Materials: Overhead projector with acetate roll
Flash cards showing different types of catalog cards, for use in individual study
Transparency of book card, for use in individual study
Worksheets #9, #10, #11, #12, #13
Cassette player and tape for use in individual study

Program:

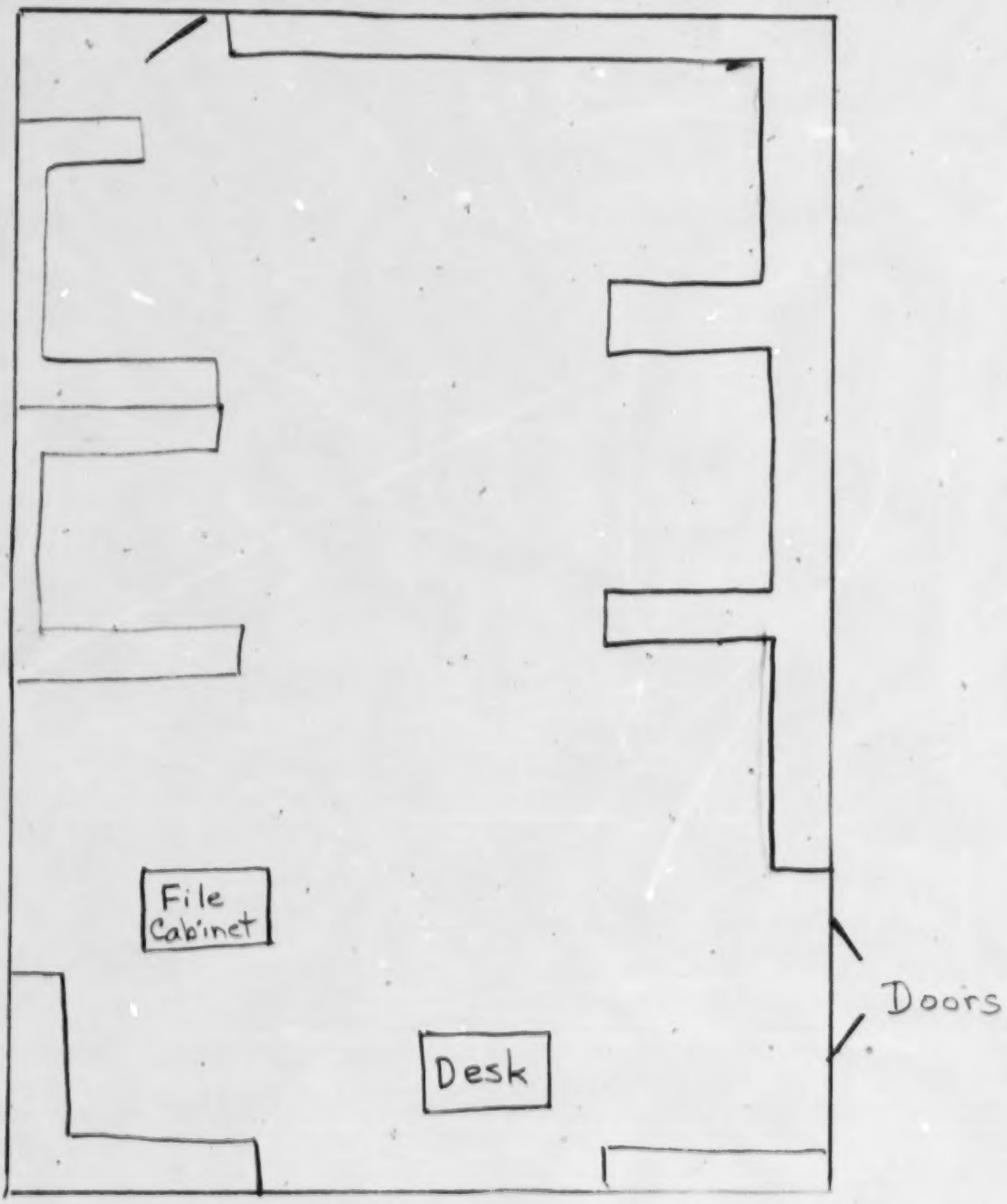
(1) Ask each student to turn to worksheet #9 (map of their school library). This activity must be done in the school library. Explain the symbols for the doors etc. in order that the young child can get their bearings, they are not accustomed to reading maps. Be certain that all the students have their maps turned the appropriate direction, with the stapled edge of the booklet on their left. Let the students move about the library to look for call numbers on the book spines. Ask them to write the call numbers they find on their maps.

(2) When the class is again seated, project a copy of the library map. As the students give out the call numbers they found, record them in the appropriate space on the map.

(3) Use the overhead projector for this activity. Prior to the class meeting, draw a replica of a shelf of books. Let the students put a call number on the spine of each book (be certain that the book spines are drawn wide enough for young children's writing. After the call numbers are placed on the book spines, ask the children to find the lowest number, the next lowest, the next, etc. Fill in a duplicate shelf to show that the books go from left to right with the numbers getting larger. Do not discuss the numbers after the decimal, this is too confusing for primary children.

(4) Introduce workbook sheets #10, #11, #12, and #13. These sheets are primarily for those few students who have the ability to digest more information than the average child. These sheets describe the type of books that are included within each of the Dewey Classifications. Most of the children will be content to know that the pictures represent things you can discover in books, and to color the pictures.

MAKE A MAP OF YOUR SCHOOL LIBRARY. SHOW WHERE THE FICTION



AND NONFICTION BOOKS CAN BE FOUND. USE THESE SYMBOLS: F

E B SC 100 200 300 400 500 600 700 800 900

WORKSHEET #9

WHAT DO THE NUMBERS MEAN?

TRY THIS EXCERCISE. TAKE A DECK OF CARDS AND GROUP THEM BY NUMBER. ALL THE FOURS WILL BE TOGETHER, ALL THE TWOS, AND SO ON. SOME OF THE CARDS HAVE RED NUMBERS AND SOME HAVE BLACK NUMBERS! THE CARDS HAVE DIFFERENT COLORS, BUT THEY HAVE THE SAME NUMBER. THE BOOKS ARE ALIKE IN NUMBER. A LONG TIME AGO MR. DEWEY GROUPED BOOKS THAT WERE ALIKE.

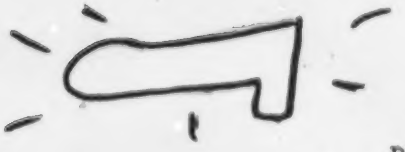
100
BOOKS ABOUT HOW WE THINK AND FEEL.

200
BOOKS ABOUT GOD.

300
BOOKS ABOUT GOVERNMENT.

BOOKS ABOUT HOLIDAYS.

BOOKS ABOUT FAIRY TALES.

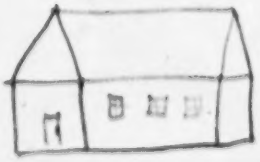


400
BOOKS ABOUT WORDS.

CAT

500
BOOKS ABOUT THINGS IN THE WORLD OF NATURE.

600
BOOKS ABOUT THINGS THAT MAN MAKES.

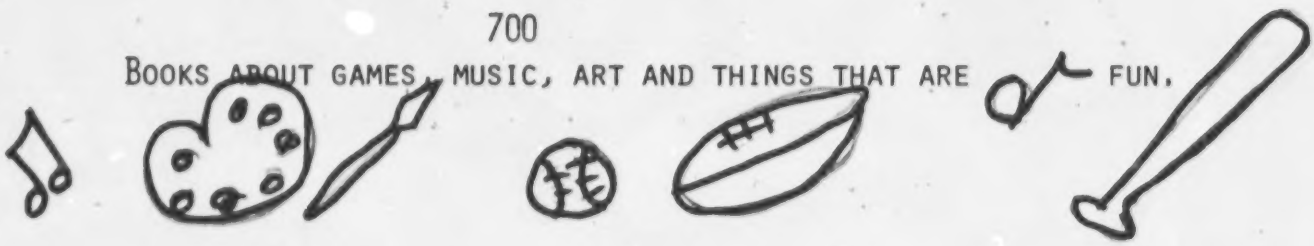


WORKSHEET #10

MORE NUMBERS

700

BOOKS ABOUT GAMES, MUSIC, ART AND THINGS THAT ARE FUN.



BOOKS ABOUT POETRY. 800

Mary had a little lamb.

BOOKS ABOUT OTHER LANDS AND PEOPLE.

BOOKS ABOUT THINGS THAT HAPPENED BEFORE. 900

SEE IF YOU CAN FIND THE RIGHT NUMBER TO GO WITH THESE NONFICTION BOOKS.

_____ OUR F.B.I.

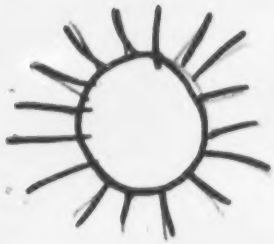
_____ THE CHRISTMAS GHOST

_____ READ ABOUT THE POSTMAN

_____ ANIMALS OF THE BIBLE

WORKSHEET #11

MATCH THESE TITLES WITH THE RIGHT NUMBER.



EXPLORING THE SUN _____

ALL ABOUT THE WEATHER _____

JETS AND ROCKETS_____

MACHINES_____

CHARLIE BROWN'S DICTIONARY _____

IF YOU WERE AN ANT_____

LET'S READ ABOUT TREES_____

FRUITS WE EAT_____

MR. DEWEY'S NUMBERS TELL ME WHERE I CAN FIND THE BOOK I WANT.

MR. DEWEY'S NUMBERS ARE PART OF THE CALL NUMBER OR THE ADDRESS OF THE BOOK.

THERE ARE TWO PARTS TO THE CALL NUMBERS

THE SECOND PART OF THE CALL NUMBER TELLS ME WHERE TO LOOK FOR MY BOOK ON THE SHELF.

343.9
TAR

THIS BOOK IS ABOUT TRAINS. I WILL GO TO THE 300 SECTION OF THE LIBRARY. I WILL LOOK FOR THE LETTER T. WHEN I SAY THE A,B,C'S, WHERE IS THE LETTER T?

568
ZIM

THIS BOOK IS ABOUT DINOSAURS. I WILL GO TO THE 500 SECTION OF THE LIBRARY. NOW I MUST LOOK FOR THE LETTER Z. IT IS THE LAST LETTER IN THE ALPHABET, SO THIS BOOK WILL BE AT THE END OF THE BOOKS THAT HAVE 568 ON THE TOP LINE OF THE CALL NUMBER.

799.2
SHI

THIS BOOK IS ABOUT GUNS. HOW WILL YOU FIND IT?

Lesson Eight

Purpose: To illustrate the different types of cards that are found in the card catalog.

Materials: Flip chart page with the question, "Can you find a dinosaur book?"
Oversized catalog cards
Worksheets #13, #14, #15, and #16

Program: (1) Use the flip chart page as an introduction. Ask the students the question on this page and determine how their answers differ from the use of this flip chart page in the second lesson. Summarize this discussion by enumerating the steps that are necessary: Find the subject in the card catalog
Write down the call number
Locate that call number on the shelf
Sign the book card and have it stamped.

(2) Make the point that subject cards are only one type of card in the catalog--others are author and title. Using cards made from poster paper (one poster for each type of card), Point out the differences in the top line. Although there are exceptions, it is easier for this age student to remember: First line, all capitals--subject
First line, name comma name--author
First line, capital followed by lower case letters-title.
Point out that the call number is always in the same top left-hand corner.

(3) The difference between the three card types is the basis for a game. Use the oversized cards as flash cards for the class to call out the type of card when it is shown.

(4) Discuss the information found on the catalog card. Ask the students to find the different pieces of information: title, author, illustrator, number of pages, publisher, date of publication, place of publication, and publisher.

(5) Complete worksheets #13 and #14. Those students that are more capable, or who want to work at home can complete #15 and #16.

799.2
SHI SHIGLEY, FORREST D.
ALL ABOUT GUNS
DENISON, 1902
48 P., ILLUS.

1. THIS BOOK IS A NONFICTION BOOK.
   YES NO
2. I WOULD FIND THIS BOOK WITH THE OTHER 700 BOOKS?
   YES NO
3. THIS BOOK HAS 48 PAGES?
   YES NO
4. THIS BOOK HAS PICTURES IN IT?
   YES NO
5. WHAT IS THIS BOOK ABOUT?

Let's Find a Dinosaur Book

1. Where do I look to find a book in the library?

2. What will be on the front of the drawer?

3. What will be the first letter on the top line of every card in that drawer?

   REMEMBER: IF THE FIRST WORD IS A, AN, OR THE, WE PRETEND THEY ARE NOT THERE AND WE USE THE SECOND WORD--WHEN WE ARE LOOKING IN THE DRAWERS.

What letter will be on the front of the drawer if you are looking for these books?

All About Dinosaurs_____

In the Days of the Dinosaurs_____

Prehistoric Animals_____

Dinosaurs_____

A Book to Begin on Dinosaurs_____

The True Book of Dinosaurs_____

IF I DON'T KNOW THE NAME OF ANY DINOSAUR BOOKS, I CAN LOOK LOOK FOR A SUBJECT CARD. HOW WILL I KNOW I HAVE FOUND A SUBJECT CARD?

IT WILL HAVE ALL CAPITAL LETTERS ON THE TOP LINE.

HERE ARE SOME SUBJECTS YOU CAN FIND IN THE CARD CATALOG:

DINOSAURS

SCIENCE

ANIMALS

AIRPLANES

CAN YOU THINK OF SOME SUBJECTS?

HOW WOULD YOU WRITE YOUR SUBJECT ON A CATALOG CARD?

MAKE A CATALOG CARD. WHAT KIND OF CARD WILL IT BE?

AN AUTHOR CARD. . . .A TITLE CARD. . .OR A SUBJECT CARD?

WHAT WILL BE ON THE TOP LINE?